

Categories	Checking Items	Y/N
Contents	■ The question is directly related to the subject.	
	■ The question asks essential and important points to confirm contents of the subject.	
	■ The question evaluates the depth of understanding and thinking rather than the memory.	
	■ There is no dependence of questions on each others.	
	■ The question does not require time wasting.	
	■ The level of the question is upper or lower than that of the main contents.	
Difficulty levels	■ The difficulty of the question is within the expected level of the test.	
	■ There is a room for improvement by adjusting the difficulty level.	
	■ The problem statement is somewhat decipherable.	
Questioning techniques	■ Learners can easily understand the meaning of the questionnaire.	
	■ It employs an appropriate question form for the asking.	
	■ The question has pairing answers.	
	■ The statements of the problem and answer are written in positive sentences.	
	■ There is a scheme to avoid a fluke.	
Selection choices	■ There is no choice immediately recognized as an incorrect answer.	
	■ The question may intentionally mislead learners.	
	■ Learners may elicit the right answer even if he/she has a fallacy or mistaken notation.	
	■ All of the choices stand on an equal footing.	
	■ Learners can answer the question with common sense.	
	■ The choices can be grouped into categories.	
	■ The statement of the question can naturally lead to the right answer.	
	■ Both the statements of the problem and answer are too long.	
	■ In a logical reasoning question, there is no reasonable sequence of the choices.	
■ The question adopts an appropriate and effective form.		
Strictness,	■ The question includes a tacit condition.	
	■ There is an ambiguity in correct (or incorrect) answers.	
	■ Multiple-choices are distinct among themselves.	
	■ There is a misquotation of a figure, table, and reference.	
Expressions	■ The expression is appropriate in the statements of both question and answer.	
	■ The word modification is incorrect.	
	■ There is an ambiguous, strictly incorrect, expression.	
	■ Common statements are included in choices.	
Specificity of e-learning	■ The question and choices can be appropriately displayed.	
	■ The question or choices has a trouble of a line break.	
	■ In the character input question, the length of entry field is appropriate.	
	■ In the character input question, there is a care of character encoding.	
Feedback statements	■ The feedback is appropriate in eliciting the right answer.	
	■ The feedback explains appropriately why the error answers are wrong.	
	■ The needless feedback wastes the chance of re-taking the test.	
Across-the-board	■ The purpose of the test is readily comprehensible for learners.	
	■ The number of the questions of an exam is appropriate.	
	■ The acceptance criterion is well-defined and valid.	
	■ The test has well-chosen questions to attain the target.	
	■ There is such care for learners as a scheme to avoid superficial error.	
	■ There is uniformity in wording (which is inherent in Japanese).	